

ACCESS for ELLs 2.0[®] Accessibility and Accommodations Guidelines

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Introduction

This document provides information for educators as they guide English Language Learners (ELLs), with and without disabilities, through ACCESS for ELLs 2.0, an English language proficiency (ELP) assessment from WIDA. ACCESS for ELLs 2.0 allows educators, students, and families to monitor students' progress in acquiring academic English across the four language domains of Listening, Reading, Speaking, and Writing. These guidelines explain recommended accommodations and accessibility support that can help ensure all ELLs in grades 1 -12 participate fairly and equitably in ACCESS for ELLs 2.0.

This document includes information on

- ELL participation in ACCESS for ELLs 2.0 and the Alternate ACCESS for ELLs
- The WIDA Accessibility and Accommodations Framework
- How to determine which ELLs are eligible to use the accommodations described in this document
- Decision-making strategies to help schools and districts meet the accommodation needs of ELLs through the use of accommodations before and during ACCESS for ELLs 2.0 administration

People who should read this document include

- SEA and LEA staff who work with ELLs
- School staff who administer ACCESS for ELLs 2.0
- Teachers who work with ELLs, including those with disabilities

This document is meant to supplement the ACCESS for ELLs 2.0 Test Administration Manual, which provides standard test administration procedures for administering the Listening, Reading, Speaking, and Writing tests.

Participation by ELLs in ACCESS for ELLs 2.0

State and federal laws require that all ELLs participate in annual ELP assessments.¹ These annual tests are designed to measure ELLs' proficiency and progress in learning English in the four domains of Listening, Reading, Speaking, and Writing. No students identified as ELLs may be exempted from these tests, including students with disabilities.

In addition, the Individuals with Disabilities Education Act (IDEA) requires that states provide appropriate accommodations where needed, in accordance with a student's Individualized Education Program (IEP).² A student who has a 504 Plan is also eligible to receive

¹ These guidelines are outlined in Title I and Title III of the Federal No Child Left Behind Act of 2001 and statutes that may exist in individual states.

² IDEA guidance is treated in detail in the U.S. Department of Education's July 2014 *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives*.

accommodations, and in rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to, for example, a recently occurring illness or disability, such as a fractured arm or hand. In such cases, the student would be allowed a scribe for the test, if no other option were available.

Students who are unable to take ACCESS for ELLs 2.0, even with accommodations, who are identified with a significant cognitive disability should be considered for Alternate ACCESS for ELLs.

Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is intended primarily to serve the needs of ELLs with significant cognitive disabilities. Most students with significant cognitive disabilities have intellectual disabilities and may have additional disabilities such as autism, physical disabilities, or sensory impairments. However, depending on the severity and complexity of the disability, not all students with these disabilities are considered to have a significant cognitive disability. Refer to your state's policy for identification of students with significant cognitive disabilities.

Alternate ACCESS for ELLs is intended for ELLs who participate in their state's alternate Title I content assessment or who are enrolled in a grade in which the Title I content assessment is not offered (e.g., a student in Grade 2 who would be likely to participate in an alternate content assessment beginning in Grade 3), who would be likely to participate once it was required. The student's IEP team should decide whether the ELL student with a disability is unable to participate in the standard ACCESS for ELLs 2.0, even with accommodations, due to the severity or complexity of his or her disability, and if so, designate the student for Alternate ACCESS for ELLs in order to assess his or her language proficiency appropriately.

Students demonstrating academic difficulties due to learning disabilities, speech–language impairments, and emotional–behavioral disabilities, or other mild to moderate cognitive disabilities may not necessarily qualify for participation in Alternate ACCESS for ELLs, and may be served more appropriately by taking ACCESS for ELLs 2.0 with accommodations.

The decision regarding which ELP assessment is most appropriate for each student, as well as decisions regarding the accommodations required by the student, either on the ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs, are made by the student's IEP team (or 504 Plan coordinator), and must be listed either in the student's IEP or 504 Plan, and in the student's ELL Plan, if applicable.

Alternate ACCESS for ELLs is available in Grades 1–2, 3–5, 6–8, and 9–12. (Note: There is no Kindergarten Alternate ACCESS for ELLs at this time.) WIDA-recommended participation criteria for Alternate ACCESS for ELLs can be found on the WIDA website at <http://www.wida.us/assessment/alternateaccess.aspx>. Check with your state education agency for your state's specific participation criteria for this assessment.

The WIDA Accessibility and Accommodations Framework

The WIDA Accessibility and Accommodations Framework described in this section consists of the following elements: (a) application of **Universal Design principles** to the development of test directions, practice tests, and test items, and (b) provision of **accommodations**, **accessibility tools**, and **test administration procedures** during test administration.

ACCESS for ELLs 2.0 was designed to incorporate Universal Design principles in order to provide greater accessibility for *all* ELLs. Universal Design elements built into test directions and items include the use of multiple formats of representation, expression, and engagement. The transition from the paper ACCESS for ELLs to the online ACCESS for ELLs 2.0 has afforded WIDA Consortium member states the opportunity to rethink accommodations and accessibility issues, based on what has been learned over the past 10 years about the administration of English language proficiency assessments. In the online administration of ACCESS for ELLs 2.0, test directions are provided to all students using embedded recordings of human voices and written text. The test items have been designed using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into “chunks,” and modeling using task models and guides. The online version of ACCESS for ELLs 2.0 contains an assessment design that will support online delivery and can be supported by a set of appropriate accommodations for ELLs with disabilities.

Support Available Only to ELLs with IEPs and/or 504 Plans

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that (a) do *not* result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do *not* affect the validity and reliability of the interpretation of the scores for their intended purposes.

Accommodations are available *only* to ELLs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs 2.0 meaningfully and appropriately. Accommodations may be embedded in and delivered within the online test platform, or non-embedded and delivered locally by a Test Administrator. Although the vast majority of accommodations are available to any ELL with a disability at the time of testing, a small number of accommodations will need to be preselected for students prior to testing in the WIDA Assessment Management System, as noted in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions*.

Support Available to All ELLs

While provision of *accommodations* is required by federal and state laws, additional support is available to all ELLs (including those with disabilities); educators may use this support at their own discretion. They include what WIDA calls *accessibility tools* and *test administration procedures*.

Accessibility tools³ are available to *all* ELLs taking ACCESS for ELLs 2.0. Accessibility tools may either be embedded in the online test or provided to ELLs by Test Administrators for online or paper tests. Examples of accessibility tools include highlighter, line guide, magnifier, and color overlay. All accessibility tools are available to *all* ELLs during testing, and do not require specific designation prior to testing in order to be made available to the student during testing.

In addition to the accessibility tools, Test Administrators may employ a range of **test administration procedures** to provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively. These procedures are available to *any* student, as needed, at the discretion of the Test Coordinator (or principal or designee), *provided that all security conditions and staffing requirements are met*. Examples of test administration procedures include using familiar school personnel to administer the assessment; administering the assessment individually or in a small group, or in a separate room; providing frequent supervised breaks; or allowing students to take the assessment in short segments.

The use of accessibility tools and test administration procedures provide enhanced flexibility when provided in a manner that ensures a secure and appropriate delivery of the assessment. These supports and administration procedures do not change what items are designed to measure, nor the way test scores are interpreted. Educators in WIDA Consortium member states are encouraged to make available, as appropriate, *all* of the accessibility tools and test administration procedures described in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions*. The accessibility tools and the test administration procedures are intended to diminish barriers and maximize opportunities for all ELLs to demonstrate their English language proficiency. Schools and districts should consider how accessibility tools and test administration procedures can be used to support accessibility to the test for all ELLs.

A complete list of the allowable accommodations, accessibility tools, and test administration procedures is available in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions* at <http://wida.us/accommodations/descriptions>.

Maintaining ACCESS for ELLs 2.0 Validity

ACCESS for ELLs 2.0 is designed to produce valid determinations of English language proficiency when administered using any combination of the approved accommodations, accessibility tools, and test administration procedures listed in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions*. Modifications or additions to the list of approved accommodations *may* produce valid test results, *but WIDA cannot guarantee this*. States and districts that limit or expand the use of the WIDA-recommended accommodations will likely need to conduct their own validity studies to ensure that federal ELP testing requirements are being met.

³ Several WIDA Consortium member states refer to *accessibility tools* as *universal tools*.

Selecting, Using, and Evaluating the Effectiveness of Accommodations

Decisions about accommodations appropriate for each of the four domains of ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, as determined by the student’s IEP team or 504 coordinator. Be sure to consult the *accommodations tables* in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions* for specific information on the allowable accommodations.

It is important that IEP teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. (Accommodations decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA, 34 CFR §§300.320 through 300.324.4) For nondisabled ELLs, the educators working with the student should document in writing the supports selected for the student. Documentation should be maintained as part of the student’s records.

The Following Must Be Considered When Choosing Appropriate Accommodations:

1. Is the accommodation allowable for ACCESS for ELLs 2.0 ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs, and therefore, different accommodations may be allowed for each. Be sure that only accommodations allowed on ACCESS for ELLs 2.0 are selected for the ELP assessment and are listed in the assessment section of the student’s IEP. (Accommodations selected for use by students on ACCESS for ELLs 2.0 must not invalidate a student’s test scores. See IDEA, 34 CFR §§300.160(b)(2)(i) and (ii).)

Because ACCESS for ELLs 2.0 focuses on measuring language proficiency rather than content area knowledge and skills, some accommodations that might be appropriate for content areas tests may not be used on ACCESS 2.0 because they would invalidate the construct being measured by the test. For example, if the Listening test of ACCESS for ELLs 2.0 were presented in American Sign Language (ASL) to a deaf or hard-of-hearing student, the test would be measuring the student’s proficiency in comprehending ASL, not spoken English. Similarly, if the Reading test were read aloud, the construct (reading English) would be confounded because ACCESS for ELLs 2.0 would become a test of a student’s

⁴ Found in the U.S. Department of Education’s July 2014 Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Tests and Title III Annual Measurable Achievement Objectives.

ability to comprehend spoken English, not text. Note that your state's accommodations policy may differ for ELP and content area testing.

Accommodations policies for ELP testing and content area testing are not identical, and are not interchangeable.

2. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom?

Observe the student's classroom performance. How might the individual student's needs be supported through the use of accommodations in standard test administration procedures to provide the student with the opportunity to learn the general curriculum, rather than a curriculum that is diluted or limited in scope? How does the accommodation address the student's unique need(s)?

3. Does the accommodation address the challenge faced by the student?

Try various accommodations in different instructional and assessment settings and evaluate whether they address the student's needs; if not, revise the support(s) accordingly. The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability does not prevent the student from demonstrating his or her English language proficiency during the assessment.

4. Has the Test Administrator prepared to accurately administer the accommodation as part of standard test administration procedure?

Ensure that Test Administrators have reviewed Test Administrator manuals and guidelines and received training on appropriate implementation of accommodations selected for students.

5. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

Please refer to your state's policies for English language proficiency testing for policy guidance.

Important reminders: In making decisions regarding *accommodations* for ACCESS for ELLs 2.0, educators should be aware of the following concepts:

- Students should *typically* receive only those accommodations that are in use for daily instruction (with rare exceptions) and are needed in order to participate meaningfully in the English language proficiency assessment.

- Accommodations should not be assigned based on the type of disability, but rather on the needs of the individual student.
- Accommodations should not be broadly assigned across the four domains of Listening, Reading, Speaking, and Writing, but considered and discussed separately for each ACCESS for ELLs 2.0 domain.
- Selection should not be based on a “more-is-better” approach in an attempt to provide every possible advantage on the assessment, nor should students be provided with unnecessary accommodations. Too many unnecessary accommodations might actually hinder student performance.
- Accommodations should not reduce learning expectations, be used to compensate for a student’s lack of knowledge and/or skills, or because of a lack of appropriate instruction (or access to instruction) in complex academic language associated with any content area.
- Over time, student need for many of the accommodations may decrease. Therefore, the need for support should be re-examined periodically. Revisit testing accommodations during the annual IEP review.

Involve Students in Selecting and Using Accommodations

It is important to ensure that students are involved in selecting their own accommodations, since this will increase the likelihood the accommodations will be used. This is especially true as students reach adolescence and their desire to be more independent increases. Students will need practice using their self-advocacy skills to make certain accommodations are provided appropriately on assessments, during instruction, and outside of school. Teachers and other team members can play a key role in assisting students to advocate for themselves.

Introduce the Student to Accommodations

In order to determine their effectiveness, accommodations should be introduced to the student during routine instruction, long before ACCESS for ELLs 2.0 is administered. Accommodations should never be used for the first time on a statewide assessment. It is important, therefore, to include opportunities for the following activities to occur before the assessment is administered:

- Allow the student time to learn how to use the support.
- Practice using the supports in a technology-based setting, if the assessment will be given using a computer or other technology, using the ACCESS for ELLs 2.0 practice test items.
- Plan to evaluate and revise the support(s), as needed.

Evaluating the Use of Accommodations

Information should be collected, and the data analyzed, to determine the effectiveness of supports selected for and used by and with the student, both during instruction as well as on ACCESS for ELLs 2.0. A data-driven decision is required to ensure that students are able to participate meaningfully in the assessment. The collection of data also allows teams to support their decisions and provide others with concrete information on the selection, use, and evaluation of accommodations.

Data on the use and impact of an accommodation may support continuing the use of some of these approaches, rethinking others, and may also reveal patterns within a school or district. For example, examination of the data may indicate areas in which the IEP team, classroom teacher, and ELL team members and/or Test Administrators need additional training and support.

Observations conducted during test administration, interviews with Test Administrators, and discussions with students after testing are likely to yield meaningful data which can be useful in guiding the formative evaluation process of selection and use of supports at the school, district, and student levels.

SUPPLEMENTAL GUIDELINES

Guidelines for Using Human Reader Accommodations

Acceptable Human Reader Practices

The following human reader practices are acceptable:

Prior to the Test Administration

1. The reader must be a proficient English speaker who is able to model clear standard pronunciation of English phonemes.
2. The reader is familiar with the student's IEP or 504 plan, and knows in advance which accommodations are required by the student, and for which test domain (Listening, Speaking, or Writing).
 - Human reader accommodations must be administered in a way that does not disturb or interfere with other test takers (e.g., individually and/or in a separate location); the Test Coordinator may select appropriate test administration procedures detailed in the *ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions* document.
3. The reader is aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, braille, slate, stylus, etc.
4. Human reader accommodations should be provided one-to-one, unless one or more students with the same accommodations and are taking the same test domain and tier.

During the Test Administration

1. The reader must read verbatim (word for word) only what appears on the computer screen or what is printed in the oral script or in the test booklet without changing, emphasizing, or adding words.
2. The reader must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. The reader maintains a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.
3. The reader may emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
4. When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended. Readers must spell any words requested by the student.

5. If the student chooses an answer before the reader has read all the answer choices, the human reader must read all of the response options.
6. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded.

Unacceptable Human Reader Practices

The following human reader practices are unacceptable:

1. The reader must not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
2. The reader must not rush through the test and should ask the student if they are ready to move to the next item.
3. The reader must not attempt to determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.

Guidelines for Using the Scribed Response Accommodation

Students receiving the scribe accommodation may respond to test items

- Orally
- By gesturing/pointing
- By using an assistive technology device or software (e.g., speech-to-text, picture/symbol communication system, etc.)

The adult Test Administrator serving as a scribe may either keyboard the student's responses directly onscreen (if the student is taking the online assessment) or enter the student's responses verbatim in the student's answer booklet (if the student is taking the paper-pencil version of the assessment).

Scribing takes place as the student dictates or produces the response, and the response is entered into the online assessment or the paper test booklet at the time of testing. If requested by the student, the scribe may read the dictated response back to the student. The student may subsequently dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect.

For constructed responses, the student is responsible for all capitalization and punctuation by verbally instructing the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the

student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

Acceptable Scribing Practices

The following scribing practices are acceptable:

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “No.”
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as “Please spell that word.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.
- The scribe can ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

Unacceptable Scribing Practices

The following scribing practices are unacceptable:

- The scribe cannot influence the student’s response in any way.
- The scribe cannot coach the student by giving specific directions, clues, or prompts.
- The scribe cannot tell the student if his or her answer is correct or incorrect, or alert the student to mistakes.
- The scribe cannot answer a student’s questions related to the content. (e.g., “Can you tell me what this word means?”)
- The scribe cannot suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (“um”) by the student.

Requirements for the Scribed Response Accommodation

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommended that a new accommodation be introduced to the student for the first time during administration.

Guidelines for Transcription

- Responses must be transcribed verbatim onscreen or in the paper test booklet by Test Administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.)
- Any stored test content on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location.

Applies to the following accommodations:

- Large print version of test (LP)
- Braille version of test (BR)
- Student responds using a recording device, which is played back and transcribed by student (RD)
- Word processor or similar keyboarding device to respond to test items (WD)
- Student responds orally using external augmentative and alternate communication device or software (AC)
- Student responds using a braille writer or braille notetaker (BW)

Guidelines for Assistive Devices or Software

There are two categories of assistive devices or software that may be used with ACCESS for ELLs 2.0: one is compatible with the online test platform; the other is external to the online test platform or paper booklet.

Category One: Compatible (Embedded) Assistive Devices or Software

The first category includes assistive devices or software used by the student to interact directly with the online testing platform. These assistive technologies include standard input devices, such as adaptive keyboards, adaptive mouse, and switch interfaces. Schools must confirm the functionality of the devices and software within their technology environment prior to testing by conducting a simulation using the ACCESS for ELLs 2.0 Practice Tests.

Category Two: External (Non-Embedded) Assistive Devices or Software

The second category includes stand-alone (i.e., separate or external) assistive devices or software that will not interact directly with the online test platform, and is not accessed on the same device used by the student to complete the online version of ACCESS for ELLs 2.0. Instead, this technology will be used by the student at a separate station during the assessment. Assistive technologies in this category include speech-to-text devices or software, stand-alone word processors, and other technologies not directly connected to the computer on which the student is being tested. These stand-alone assistive technologies do not need to be tested for compatibility and may be used during the ACCESS for ELLs 2.0 administration, according to the

provisions of these guidelines. However, they may require an adult Test Administrator to assist the student by scribing responses using the external assistive technology into the online assessment, or subsequently transcribing a student's responses generated by the stand-alone device.

Assistive devices or software may not use the embedded grammar- or spell-check function, connect to the Internet, or save information. If those features cannot be disabled or monitored closely by an administrator, the device should not be used. All responses generated on an external assistive technology device must be transcribed verbatim by a Test Administrator to the student's computer-based test or into the test booklet as soon as possible after the test is administered. (Check with your state for timeframe expectations.) Test content on any device used to support a student response must be deleted once responses have been transcribed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location.

Special Considerations Regarding the Use of Assistive Devices or Software on ELP Assessments

Because ACCESS for ELLs 2.0 assesses language, rather than content area, knowledge and skills, some assistive technology devices and software that might be appropriate for the classroom or content area assessments may *not* be used with ACCESS for ELLs 2.0, since they would invalidate the construct being tested, and therefore invalidate the interpretations or inferences from the scores.

Braille and ASL Considerations

Braille

In states whose policies allow the use of braille for ELP assessment, ACCESS for ELLs 2.0 is available either in contracted or uncontracted braille in the domains of reading and writing. Braille versions of ACCESS for ELLs 2.0 permit ELLs with vision impairments the opportunity to demonstrate their reading and writing of brailled English. WIDA will provide "hard copy" tactile braille assessments for ACCESS for ELLs 2.0. Accommodations also include the use of braille writers and notetakers as response accommodations for the reading and writing domains.

The student's IEP team should consider his or her proficiency in braille before determining if the brailled version is the most appropriate test option. If so, WIDA will provide the school with a Tier B version of the reading and writing domains in braille. The following guidelines should be followed:

- The student must be proficient in the use of braille.
- Braille graphics will be included with the braille edition test, where appropriate.
- The student may be oriented to the braille graphic by the Test Administrator, either in English or in the student's native language, if requested by the student, without providing coaching, assistance, or clues to the student.

- Each student's responses on the braille reading and writing domains must be transcribed verbatim by a braille proficient staff member into a regular ACCESS for ELLs 2.0 test booklet or it will not be scored.
- Braille and standard test materials must be included in the return shipment of test materials according to instructions provided by the test contractor.

Important reminders:

- The version of braille (**contracted** or **uncontracted**) must be specified when ordering the test.
- In 2015-16, English Braille, American Edition code will be used; from 2016-17 onwards, Unified English Braille code will be used.

ASL and other interpretations

Deaf and hard-of-hearing ELLs, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing domains of the assessment with few or no accommodations. Lip-reading may also be possible to support spoken test items on the speaking domain and audio samples on the listening domain. IEP teams should make determinations on a case-by-case basis, although ELLs who are deaf and hard of hearing are required to participate, at minimum, in the reading and writing domains.

Translating test items into other languages does not provide a valid test of English language proficiency and would therefore invalidate the assessment results. Therefore, signing or making use of other translations of ACCESS for ELLs 2.0 test items in any domain is not permitted. Test directions and practice items that precede the actual test items, however, may be signed for the student who is deaf or hard of hearing.

Glossary

Abbreviation	Definition	More Information
504 Plan	Section 504 of the Rehabilitation Act	Describes accommodations needed by a student with a disability who is not in special education that will ensure his/her access to the learning environment and to tests.
ACCESS for ELLs 2.0	Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0	ACCESS for ELLs 2.0 is an annual standards-based, criterion-referenced English language proficiency assessment designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains.
Accessibility Tools	Tools that allow all students maximum possible access to instruction and tests	Tools available to all students, such as line guides, Test Administrator support, etc. (Accessibility tools are sometimes referred to as universal tools in several WIDA Consortium member states.)
Accommodations	Supports available only for students who have an IEP or a 504 Plan.	Supports that are documented in a student's IEP or 504 Plan that are necessary for testing.
Alternate ACCESS	Alternate ACCESS for ELLs	An alternate English language proficiency assessment to the ACCESS for ELLs, designed for students with significant cognitive disabilities.
Assessment	The systematic synthesis of various	For more information, see the

	sources of information for the purpose of determining and understanding a student's areas of strength and weakness; identifying the level of knowledge, skills and abilities in a specific content or skill area; and evaluating progress toward specific educational goals.	different types of assessments are described in detail in the <i>Standards for Educational and Psychological Testing</i> (2014).
Augmentative and Alternative Communication	Augmentative and alternative communication (AAC) is a type of Assistive Technology. AAC equipment and services that are designed to assist students to communicate who are nonverbal or who have severe communication disabilities.	To emphasize the difference between response accommodations that support communication and non-communication support, WIDA is making a <i>naming</i> distinction between AAC and AT accommodations (though, technically, AAC is a subset of the broader category of AT).
Assistive Technology	Assistive technology (AT) refers to specialized equipment and services provided for students who have functional access needs in the areas of speaking, vision, hearing, and motor skills.	The WIDA ACCESS for ELLs 2.0 Accessibility and Accommodation Guidelines provide guidance around compatible (embedded) assistive devices and software and external (non-embedded) assistive devices and software.
Construct	The domain-specific concept or characteristic that the test is designed to measure.	In ACCESS for ELLs 2.0, the constructs of English language Listening, Reading, Speaking, and Writing proficiency are measured.
EL	English learner	A term used interchangeably with LEP and ELL.
ELD	English Language Development	The process of language development, as opposed to a binary proficiency determination.
ELL	English language learner	A longer form of EL that emphasizes the fact that the student is learning an additional

		<i>language.</i>
ELP	English language proficiency	Either a binary proficient/not proficient term, as related to non-ELLs of a similar age; or a numeric level of proficiency as determined by an ELP assessment, such as ACCESS for ELLs 2.0.
FLEP/FELL	Formerly Limited English Proficient or Formerly English Language Learner	A student who has transitioned out of LEP/ELL status in the past two years
IDEA	Individuals with Disabilities Education Act (Pub.L. 101-476)	Requires Individualized Education Program (IEPs), among many other protections for students with disabilities.
IEP	Individualized Education Program	Mandated by the Individuals with Disabilities Education Act (IDEA). IDEA requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education.
LEP	Limited English proficient A term used interchangeably with EL and ELL.	A student who has limited proficiency in English, that is, a student whose native language is a language other than English; and who comes from an environment where a language other than English is dominant and has had a significant impact on the individual's level of English language proficiency; and whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to achieve successfully in classrooms where the language of instruction

		is English.
Reliability	Test reliability examines the probability that, if the test were repeated, the same results would be produced.	Careful selection and use of accommodations, especially those that have been used regularly and with fidelity in the classroom, are a key step in ensuring the reliability of student scores.
Test		A sample of behavior that is observed and scored under objective, uniform, controlled conditions. (See also <i>Standards for Educational and Psychological Testing</i> , 2014, p. 2).
Test Administration Procedures	Adjustments to the standard testing procedures that allow schools greater flexibility without compromising the validity of the assessment results	Available to all students if requested prior to testing and approved by the Test Coordinator.
Validity	Test validity is a measure of whether or not the test measures the construct it was designed to measure.	Validity is one of the most fundamental considerations in designing and evaluating tests. It is important to ensure that accommodations maintain test validity and do not alter or modify the test construct.

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